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ABSTRACT

This staff development module is part of one of three groups of career guidance modules developed, field-tested, and revised by a six-state consortium coordinated by the American Institutes for Research. This module is the sixth in a series on developing a comprehensive career guidance program at the high school level, designed to aid guidance personnel responsible for developing student-focused programs. The goal of this module is to provide users with the knowledge and skills needed to write student performance objectives for career guidance programs including the determination of student outcomes by type, the development of objectives in terms of audience, behavior, conditions, and degree, and the sequencing of objectives by developmental level. The module format consists of an overview, goals, objectives, outline, time schedule, glossary, readings, skill development activities, and bibliography. A Coordinator's Guide is also included with detailed instructions for presenting the module in a workshop setting as well as the facilitator's roles and functions, and the criteria used in assessing the participants' achievement of module objectives. (Author/HLM)

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MODULE 6

SPECIFYING STUDENT PERFORMANCE OBJECTIVES

Laurie Harrison

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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COORDINATOR'S GUIDE

INTRODUCTION

MODULE GOAL AND OUTCOMES

Module Goal

To provide you with the knowledge and skills needed to write student performance objectives for your career guidance program.

*Module Outcomes**

When you have successfully completed this module, you will be able to

1. State the reasons for and importance of writing career guidance student performance objectives.
2. Write an outcome stating an identifiable performance for a goal statement.
3. Write, or select and modify, a full objective for an outcome. Each such objective will contain the four components of a good objective.
4. Produce a sequenced list of all objectives pertaining to a given goal statement and target population.
5. Produce a plan for developing student performance objectives for your program.

*The criteria for attainment of the outcomes are available in the Coordinator's Guide for Module 6.

MODULE OUTLINE

Approximate Time	*Activity*	*Outcomes*
1 hour	Introduction Group activity based on goals and outcomes. The Coordinator will explain the structure and purposes of the module. Questions and discussion included. Tape-slide presentation.	1
3½ hours	Text Presentation of the important information related to writing objectives. Discussion sessions and practice activities interspersed.	1-5
½ hour	Postassessment Assessment of your acquired knowledge and skills.	
1 hour	Application Planning for the use of these abilities in your own setting.	5

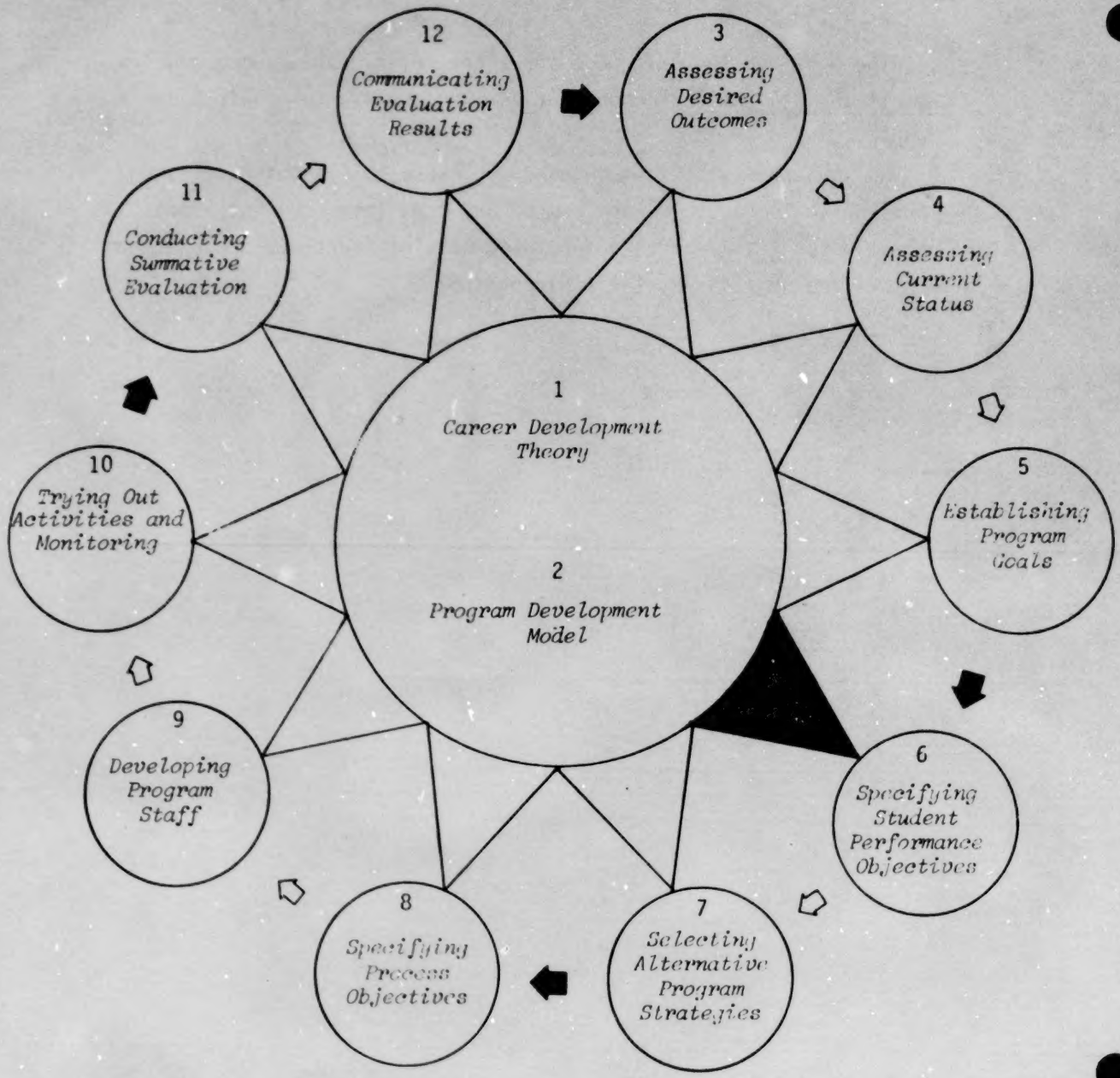
MODEL AND MODULE 6

The model on the next page shows the relationship among modules. Specifying Student Performance Objectives comes under Phase 2 and is Module 6.

As you can see, this module begins Phase 2. In this phase, you take the goals you have constructed and translate them into specific objectives. This lead to determining what strategies you can use to achieve the objectives, the topic of Module 7.

A Model for Developing

Comprehensive Career Guidance Programs



GLOSSARY

Audience - The target population for whom an objective is intended.

Condition - The situation in which the outcome will be measured.

Degree - The criteria of adequacy for measuring the accomplishment of an objective.

Goal - A general program or student purpose. As opposed to an objective, which is specific and behaviorally stated. It usually takes several objectives to fully define a goal. Example goal: To help students to become more career aware.

Guidance - A generic term which includes counseling, placement, and follow-through, and refers to the total program.

Outcome - The terminal behavior sought in a performance objective. Differentiated from the other three parts of an objective (audience, conditions, and degree).

Process Objective - A program activity which contributes to reaching a product objective. Example: "To hold at least one 20-minute conference per semester with every high school student to discuss his academic progress." This is the main topic of Module 8.

Strategies - Approaches interventions employed by counselors to help students attain their objectives. Example: individual counseling; group instruction; field trips; individual study. This is the main topic of Module 7.

Student Performance (or Product) Objective - A specific, behaviorally stated and measurable outcome for students. It should include the population involved, the observable or measurable outcome, the conditions under which this will be measured, and the criteria that will be accepted to indicate that the objective has been achieved. Example: "Given a small group discussion situation, by the end of the year each eighth grade student will have made an effort deemed satisfactory by his teacher, according to defined criteria, to encourage participation from another group member at least twice during a half-hour period."

WHY WRITE OBJECTIVES

A. *Definition of objectives*
B. *Accountability purposes*
C. *Instructional purposes*
D. *Individual and general objectives*

Definition

Goals are usually stated in such broad and general terms that it is difficult to know whether or not a person has reached them. Objectives are narrower in scope and more specific. They are stated in a way that is measurable and quantifiable; therefore they help you to determine if you are reaching your broad goals.

Example

Perhaps an illustration will help. Let us say that you set a general goal for yourself: to improve your bowling game. This is a broad and general direction in which you wish to move. The goal does not help you determine whether or not you actually improve your bowling game: you need an objective. You might wish to state it like this: By next 1 January, I shall be bowling 200 in an average three out of five games. Now you have a statement that can be measured. By 1 January either you can do this or you cannot. The objective becomes a means of determining whether or not you reached your broad goal of improving your bowling game.

Accountability

Being able to determine whether or not you have reached your goals is becoming increasingly important in the field of education. Legislators and the general public are asking educators to show that they are achieving what they set out to do. In the state of California, an accountability bill requires that all educational personnel, including guidance counselors, show that their activities result in student gain. To do this, they must specify the student gains they are striving for, and this means that they must have student performance objectives which can be measured. If the guidance program has the goal of creating career awareness in each student, how can it be shown that students have reached the goal? How can you determine if students have career awareness? The answer is that you must be more specific about what you mean by career awareness. What will students who have achieved this goal be able to do? Will they be able to name all the job families? Will they know the educational requirements of various jobs? In order to measure your goals, you must have measurable performance objectives.

What Behavior?

Structuring Learning

As important a function of behavioral objectives as measuring accomplishments, however, is structuring learning. Knowing exactly what it is you want students to be able to do is an invaluable aid to deciding how to have them spend their time. Rather than vaguely floundering around with this approach or that, you can zero in on activities that will most effectively reach the concrete, specific objective you are after. Thus a second important function of student performance objectives is to guide decisions about the learning experiences of clients and provide criteria about what to teach and how to help clients.

Individual and General Objectiv

Some people working in guidance suggest it is unwise to talk about objectives which all students should meet, feeling that guidance is a totally individual process. This is a point worth making. You will want to leave room for individual objectives where needed. However, there are

many developmental skills and attitudes and much knowledge that must be learned by all students. These can be usefully spelled out for an entire program.*

*If you wish to pursue further the rationale for using behavioral objectives, a good summary of the pros and cons is contained in the following: W. James Popham, "Probing the Validity of Arguments Against Behavioral Goals" in Robert S. Kibler, et al., eds., *Behavior Objectives and Instruction* (Boston: Allyn and Bacon, Inc., 1970).

*DISCUSSION OF RATIONALE**

1. Will you encounter any resistance to writing student performance objectives for your career guidance program? From whom? Can you counter this with the above arguments?
2. How much of the rationale do you agree with? Are there weaknesses in the approach that need to be seriously considered? Are there other rationales that should be added to those touched on?
3. What factors in your setting will affect the acceptance of using student performance objectives? Are there particular individuals who will support or oppose this? Are there conditions in the community that argue for or against it? Beyond the community?

*If you are not working in a particular setting and would like a hypothetical setting with which to think through these questions, turn to the "Simulation" located in the Appendix.

DETERMINING STUDENT OUTCOMES

A. *Types of objectives*
   1. *Various schemes for categorizing objectives*
   2. *Advantages of using a scheme*
   3. *The California Model*

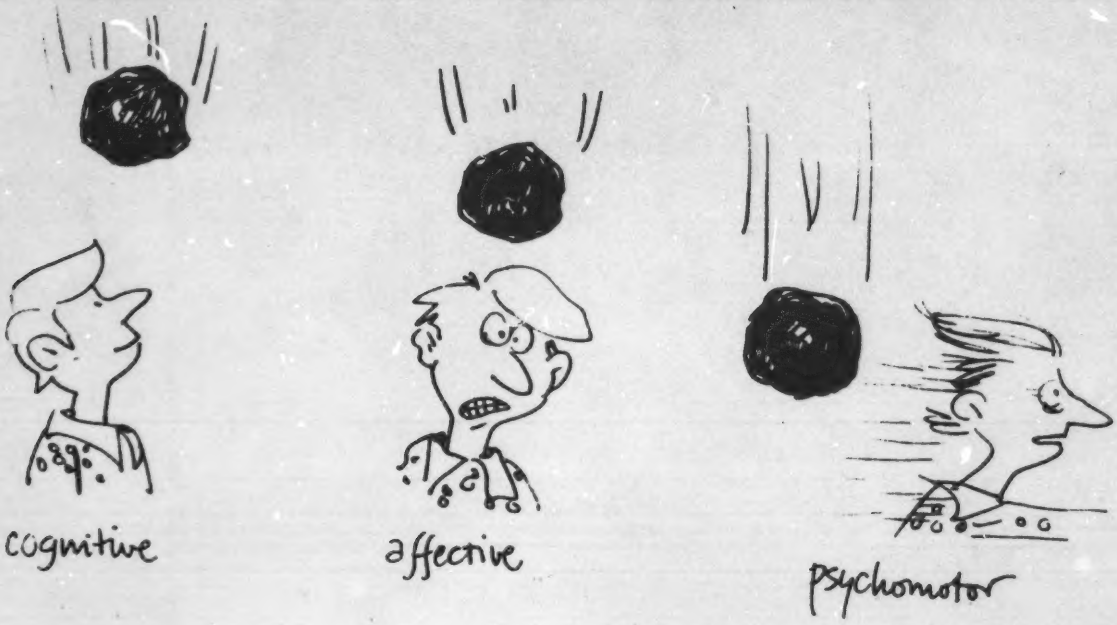
B. *Specifying outcomes*
   1. *Criteria*
   2. *Action verbs*
   3. *Varying outcomes by developmental level*
   4. *Considering subpopulations*
   5. *Number of outcomes per goal*
   6. *Feasibility*

Types of Objectives

Writing objectives requires you to think of performances of the student which indicate that the goal has been reached. One of the first problems you will encounter in going from goals to objectives is deciding what types of performances you wish to include.

Categories

Many attempts have been made to classify human behavior and educational objectives. Benjamin Bloom divides objectives into the "cognitive domain" (knowledge), the "affective domain" (attitudes, feelings), and the "psychomotor domain" (physical skills). Frank Wellman uses three domains (educational, vocational, and social) and three functional levels (perceptualization, conceptualization, and generalization) within each. The state of California, in its recent attempts to set forth a model, has renamed these functional levels "awareness," "accommodation" (internalization), and "action." Each of these suggests the progression from encountering and understanding, through internalizing and accepting, to acting on the basis of the knowledge and attitudes.



Advantages

If you are already familiar with any of these classification schemes or find one set of terminology easier to use than another, act accordingly. But use some system. It will help in sorting objectives and understanding the interrelationships among them. It will avoid atomistic approaches and leaving huge gaps in your set of goals. It will further communication with all groups in and outside the school. And it will provide a framework for new ideas and future growth, a way to build on past and current efforts in the future.

California Model

Presented in the following two pages is a fuller definition of the domains and levels defined in the California Model. If you have read Module 5, you will already be familiar with these. They should serve as a useful framework for your outcomes (and subsequent objectives) if you have not already developed a preference for another scheme. The material is taken from the CPGA Monograph 3, *Accountability in Pupil Personnel Services: A Process Guide for the Development of Objectives*, edited by Howard Sullivan and Robert O'Hare.

Areas of Student Development Within Each Domain*

Educational Domain

Functional Level	
Awareness:	Awareness of the educational setting Awareness of personal characteristics relevant to the educational setting
Accommodation:	Concept of self in the educational setting Planning of work toward achievement of educational goals
Action:	Coping with the demands of the educational environment Attainment of personal satisfaction from educational experiences Achievement of success in pursuit of educational goals

Vocational Domain

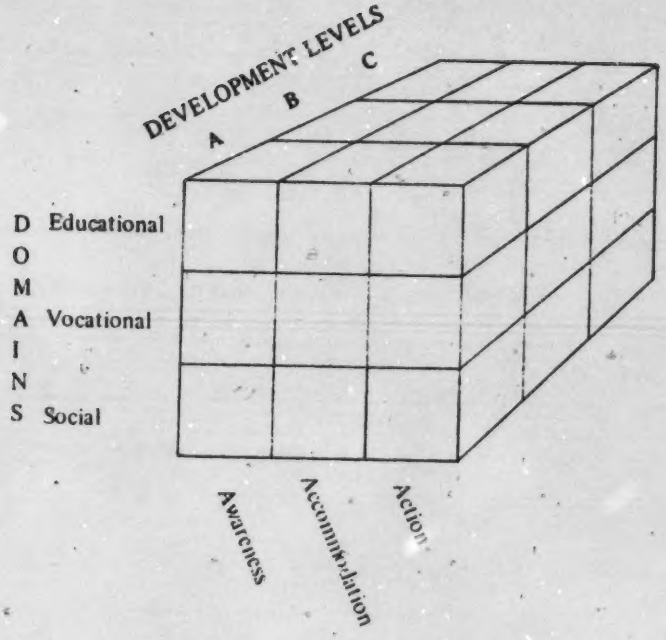
Awareness:	Awareness of the world of work Awareness of personal characteristics relevant to the vocational domain
Accommodation:	Concept of self in relation to the world of work Planning of work toward achievement of occupational goals
Action:	Implementation of vocational choices Achievement of personal satisfaction from one's vocation Achievement of success in the pursuit of vocational goals

Social Domain

Awareness:	Awareness of social responsibilities, opportunities, and expectancies Awareness of personal characteristics relevant to the social setting
Accommodation:	Concept of self in a social setting Planning of efforts toward the achievement of satisfying and acceptable social relationships
Action:	Coping with the demands of social groups with which one is affiliated Attainment of personal satisfaction from social experiences Achievement of success in the pursuit of social goals

*Adopted from Wellman (1967)

Three Dimensional Model
for
Pupil Personnel Objectives



Specifying Outcomes

Behavior = Outcomes = Performance

Three Criteria:
Relevancy to Goal
Significance
Student Action

The most important step in writing student performance objectives is coming up with the performance or outcome--that is, the behavior which will indicate to you that the student has attained the goal. These outcomes must be related to the goal. They must be significant, that is, something you really want to know about this student. And they must describe what the student will be able to do, not what others will do for the student. This last point is illustrated by these two statements:

1. "The student will have someone to talk to when personal problems arise."
2. "When the student has a personal problem, he will be able to select an appropriate person to assist him and will seek the assistance of this person."

Statement Two describes something the student will be able to do, while Statement One describes a resource which will be made available to the student. Thus Statement Two is a correct outcome.

Terminal Behavior

The outcomes should also describe the end result, not the procedures or activities a student will go through.

> Not -- "The student will complete the learning by November 1."
>
> But rather -- "Given a list of terms, the student will be able to check which ones describe an ability, interest, or value."

Observable Behavior

The outcomes that you generate must also be observable or measurable. Therefore, you have to use action verbs in your outcomes in order to avoid the pitfalls of vague, unmeasurable verbs such as "knowing," "realizing," "understanding." These words are open to many interpretations, and the elements to which they refer are difficult to observe and measure. The following verbs are open to many interpretations and should therefore be avoided in your outcome statements:

Poor Objective Verbs

- to know
- to understand
- to really understand
- to appreciate
- to fully appreciate
- to grasp the significance of
- to enjoy
- to believe
- to have faith in

Action verbs are subject to fewer interpretations and are far more useful in describing what students will be able to do. The following are action verbs which are useful in generating student outcomes:

Good Objective Verbs

discriminate	give evidence	separate (group)
identify	apply (use)	design
recognize	make inferences from	relate
sort	choose (from a list	compare how
classify	identify appropriate	contrast
match	interpret	identify evidence
distinguish	operate	perform
compute	define	list
calculate	record	draw
explain	describe	organize
discuss	write	demonstrate
state		predict (e.g., reactions)
construct		name
make		

Note how the action suggested by each of these verbs answers this question: What should a person be able to do to show that an objective has been reached? Such "acts" involve a performance which demonstrates a skill, a knowledge, a personal or social behavior, or an attitude.

With the above points in mind, you should begin thinking of outcomes which relate to your goal. If the goal you are working with is "The student will be confident around adults," what will indicate to you that the student is confident? Possible examples include looking at adults, approaching them, conversing with them, asking them questions, disagreeing with them. As you think of outcomes, keep in mind the domains into which objectives are classified. Which of these would be awareness, accommodation, or action outcomes?

Outcomes for Various Developmental Levels

As you think of outcomes, it is important to consider the developmental stage of the students for whom the outcomes are appropriate. Behaviors which give evidence of attainment of

a goal will vary with students' level of development. If your program has a goal which is appropriate for all students, K through 12, then you will have to think of the outcomes appropriate for students at different developmental levels. These should not be determined strictly by age level, as students at a given grade level may vary in ability. They should build on one another, tracing a hierarchy from most basic to most advanced performance.

Considering Subpopulations

In the module preceding this one, *Establishing Program Goals*, it was pointed out that goals should be established for different groups, since those appropriate for primary students may not be particularly relevant for secondary students, and so on. Consequently, it is likely that the goals you are working from in this module will already relate to certain populations. However, the designation will probably be quite broad. The task now is to refine these broad differentiations into a more sophisticated hierarchy. It is at this point that subpopulations must be carefully considered. Individual needs and developmental levels vary a great deal, and objectives must be differentiated accordingly to be of real value. Think about what each subgroup of students can be realistically expected to achieve. Match expectations to the real world. It is hard work, but essential for a practical, useful result.

How many?

An obvious question at this point is how many outcomes should you generate for each goal? The more precisely and completely the program goals can be spelled out in measurable objectives, the more likely it is that they will be successfully achieved. However, if for each goal you were to write outcomes for each grade for each domain at several levels of sophistication, you would soon have thousands of outcomes and consequently thousands of objectives. This would be counterproductive to the purpose of writing performance objectives, which is to give some clear direction to

the career guidance program. No pat formula exists for defining the exact number of outcomes and objectives for each goal, but clearly you must set some priorities among possible outcomes. We would encourage you to think of as many outcomes as you can, remembering that not all goals have appropriate outcomes in all domains or at more than one level. Then prioritize and select the outcomes around which you wish to develop complete objectives. To prioritize the outcomes, think of the criteria mentioned earlier:

Guidelines

1. *Outcomes must be observable and unambiguous.*
2. *They must be relevant to the goal.*
3. *The must describe what a student, not a counselor or teacher, will be able to do.*
4. *The must be significant--something that is worth being able to do.*

Feasibility

In selecting the outcomes you will build objectives around, remember that the program should limit itself to those outcomes which it can reasonably and successfully manage. Try to select those outcomes which are appropriate to the program, students, locale, personnel, and available resources. An important part of outcome writing is developing those that best fit your particular situation. If this means having to choose a few from among many possibilities, the best course is to pick a representative sample that fairly and appropriately covers the ground in question. In actual numbers, a loose rule of thumb is from five to ten outcomes per goal. The best gauge is the considered judgment of the people working in the situation in which the outcomes will be used.

ACTIVITY 1 - DETERMINING STUDENT OUTCOMES

Assume that the district for which you work has conducted a needs assessment and has arrived at the following goal statement:

"To help the student become more skillful in making decisions and solving problems."

List as many student outcomes related to this goal as you can think of (a minimum of three). To spark your thinking, consider what you mean by a student who is effective at making decisions and solving problems vs. one who is not. Think of what students at different ages can do.

When you have finished, have the Coordinator go over your outcomes and those of the other participants in a group feedback session. Check for each of the following:

- Are the outcomes observable performances or behaviors? Are the verbs primarily action verbs? Are the outcomes subject to few interpretations?
- Do the outcomes actually give evidence that the participant has reached the goal?
- Is the behavior in the outcome an important or significant one? Is it worth knowing about?
- Do the outcomes describe what students will be able to do, not what will be done for the students?

PRODUCING FULL OBJECTIVES

A. The audience

B. The behavior

C. The conditions
Three rules of thumb

D. The degree
1. Quantitative criteria
2. Qualitative criteria

The Four Parts

Identifying the outcome is perhaps the most important step in arriving at a good objective, but it is not the only necessary step. There are four necessary components to a good objective and to help you remember them we will employ a mnemonic device devised by Paulson and Nelson. The parts of a good objective are as simple as ABCD:

A = Audience
B = Behavior
C = Conditions
D = Degree

Earlier in this module we talked about the "B" component; the behavior is the outcome or performance. Now we must add to that the "A," "C," and "D" components.

A = Audience

Audience = Target Population

The audience component of an objective is the target population for whom the objective is intended. Few objectives are relevant to everyone. As discussed earlier, the developmental level of students for whom an objective is written plays a vital part in the form of that objective. Sometimes a further breakdown of the audience component may also be desirable. For example, some objectives may apply in one school and not another, to one sex and not the other, to one minority group and not another, to a group with a particular set of interests, ad infinitum. Thus, one of the

first steps in writing an objective is defining the population for which the objective is appropriate and intended. "All graduating seniors will be able to define a first choice and two alternative choice activities for the following year" is far more useful and meaningful than it would be without "all graduating seniors" defined.

Be Practical

It is important that sufficient relevant information be provided in describing the audience. At the same time, it is nearly as important to avoid being compulsive about it. Unnecessary details should be avoided. Certainly learner populations can be described in great detail if you take the task to heart, but it takes time to write such descriptions and time to read them. The writer should provide only descriptions that will be useful.

C = Conditions

Conditions

Conditions refer to the situation in which the outcome will be measured. Under what conditions will you observe whether or not the student is able to perform the behavior designated in the objective? Conditions do not mean the situation in which the student will learn. They are the test conditions: the givens, limitations, or restrictions which are imposed on the student when he is demonstrating the terminal behavior. The conditions relating to the learning situation are important, but will be treated later in Module 8, *Specifying Process Objectives.*

Examples of test conditions are the following:

"When presented with a list..."

"Without the use of class notes or other references..."

"After viewing a movie..."

"Given a description of a job family..."

"Using the *Dictionary of Occupational Titles*..."

For determining the conditions, here are three suggestions:

Three Rules of Thumb

1. Specify the information, tools, equipment, source materials, and anything else which will be available to students to help them perform the outcome specified in the objective.
2. Conversely, specify that which the student cannot use in demonstrating the outcome.
3. Try to select conditions which most closely resemble a real-life situation in which the student might be required to perform the behavior.

D = Degree

Degree = Criteria for Success

The degree establishes how effectively a student must perform to demonstrate adequate mastery. It establishes the criteria for success. When degree statements are included in the objective, both students and guidance personnel know what is expected. Degree statements facilitate the learning-counseling process and the evaluation. A number of degree variables can be involved. You can establish any of these:

Minimum Number

"...identify at least five characteristics..."

"...list three steps..."

"...distinguish three main principles..."

Percent or Proportion

"...list 80% of the occupations..."

"...identify 100% of the factors..."

Time Limitations

"...within a ten-minute period..."

"...during one class period..."

Qualitative Criteria

In addition to these quantitative criteria, you can establish qualitative ones. These will usually depend on the judgment of someone, and in that sense are less precise, but they often get at more important variables. Examples:

"...written in satisfactory English..."

"...demonstrating consistency and logic..."

"...understandable to two peers..."

"...deemed significant by the teacher..."

General Suggestions

Two final thoughts may be useful in writing objectives. First, objectives need not be limited to one sentence. Often it is easiest and best to indicate the evidence of attainment in a separate section. Second, this module presents only a brief overview of objective writing. Much more extensive instruction is available through a number of books. Several good ones are listed in the references in the Appendix of this module.

DISCUSSION OF FACTORS INVOLVED IN OBJECTIVE WRITING

1. Who will be involved in the process of writing objectives at your setting? Who will have overall responsibility? Who will help? How might this task be most fairly apportioned?

2. Will anyone review the objectives? How thoroughly? With what purpose in mind?

3. What time of the day would be best for working on writing objectives? What time of the week?

4. What outside help might be available? Consider banks of objectives (discussed in the next section). What about outside experts or consultants?

5. How many objectives can you reasonably hope to meet? What are the factors that must be considered in making this decision?

ACTIVITY 2 - PRODUCING FULL OBJECTIVES

As a group, determine if any of the four components are missing in the following "objectives." After each statement below, write "A," "B," "C," and/or "D," depending on what is missing. Write "None" if all the components are present.

1. The tenth grade student will have an awareness of the changes in sex stereotypes in occupational choices.
2. To be able to describe the difference between an ability and an interest in a written paragraph which will be evaluated by the teacher.
3. When given a list of occupations, all third grade students will be able to identify those which are service occupations.
4. In a 15- to 20-minute interview with the counselor, graduating seniors will be able to describe their plans for the first year out of high school. Each senior must indicate to the counselor's satisfaction that s/he has carefully considered available alternatives for post-high school education and training.

For each "objective" above which is missing one or more components, rewrite it (as a group) to include all components.

Now, working individually, write an objective for each of the following student outcomes.

1. ...tell in her/his own words the difference in working conditions s/he observed in different parts of the plant.
2. ...is able to select two persons from history and discuss why s/he would like to emulate them.
3. ...can identify most occupations in the community.
4. ...can state important self-characteristics.
5. ...can select important criteria of job for own satisfaction.

For each of the objectives, underline the audience or target population once, the test conditions twice, and the degree or criteria three times. (The behavior or outcome will not be underlined.)

USING AVAILABLE BANKS OF OBJECTIVES

A. *Cautions*
B. *IOX*
C. *NAEP*
D. *AIR*
E. *Textbooks*

As noted earlier, objectives are written for at least two reasons. First, to help shape the learning-counseling process of your program so students can achieve their goals. Second, to assist you, students, and others to evaluate whether or not students are achieving those goals. Thus, it is essential that the objectives accurately reflect your program's unique goals. Writing these objectives is hard work. To save you time and energy, several sources have produced catalogs of objectives, and you can select those objectives which meet the needs of your program.

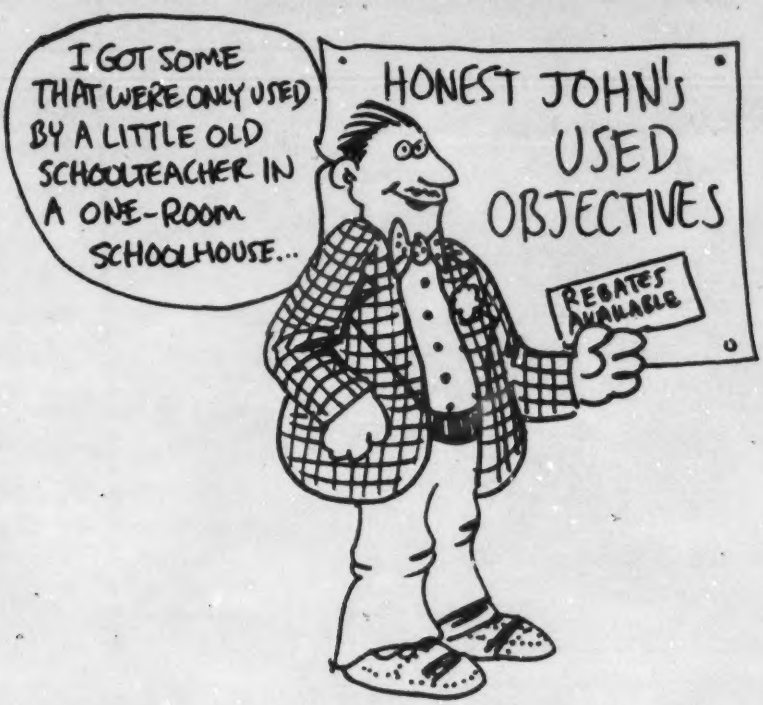
Cautions

Let us issue a caution, however, about using this shortcut to writing your own objectives. First, as mentioned above, you must be certain that the objective is related to your program's goal; it's no shortcut if the objective only partially reflects or misrepresents the goal of your program. A second problem may exist in the quality of packaged objectives. Objectives have appeared relatively recently in educational curriculums, and not all objectives contain all the essential components. Thus, you may have to modify existing objectives to put them in top form. But these cautions should not be interpreted to mean available banks of objectives aren't a valuable aid in producing a set for your program.

IOX

One source of objectives is the Instructional Objectives Exchange (known as IOX) organized by Dr. James Popham as a project of the Center for the Study of Evaluation at the University of California at Los Angeles. IOX contains a wide variety of objectives, many of them accompanied by

sample test items. Unfortunately, no IOX objectives related specifically to career guidance are available. Those which relate most closely concern attitudes, emotional maturity, and critical thinking skills. The following catalogs of objectives may be purchased from IOX: measures of self-concept, attitude toward school, attitudes related to tolerance, judgment-a) deductive logic and assumption recognition, judgment-b) analyzing fallacies and weaknesses in arguments, and knowledge and attitudes of drug use. Each of these catalogs of objectives costs $8. They are available from the Instructional Objectives Exchange, Box 24095, Los Angeles, California 90024.


I GOT SOME THAT WERE ONLY USED BY A LITTLE OLD SCHOOLTEACHER IN A ONE-ROOM SCHOOLHOUSE...
HONEST JOHN'S USED OBJECTIVES
REBATES AVAILABLE

NAEP

A second source of objectives is the National Assessment of Education Progress (NAEP), which has produced a 75-page booklet of objectives (actually outcomes) on career and occupational development. These outcomes are fairly extensive. They are defined for five main areas:

I. Prepare for making career decisions.

II. Improve career and occupational capabilities.

III. Possess skills that are generally useful in the world of work.

IV. Practice effective work habits.

V. Have positive attitudes toward work.

For each area, outcomes have been developed at three age levels: 13, 17, and adult. The booklet costs $1 and is available from National Assessment of Education Progress, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203.

AIR Catalog

A third bank of objectives is presented in a *Curriculum Design and Instructional Objectives Catalog* prepared by the American Institutes for Research. The objectives in this catalog are arranged in four major strands and by topic and concept within each strand. One weakness of this source, as the book points out, is that these objectives have not yet been translated into behavioral terms. The book is available at a cost of $9.75 from Publications Office, American Institutes for Research, P.O. Box 1113, Palo Alto, California 94302.

Textbooks

A fourth source of already existing objectives is textbooks which treat the topic of career development. *Vocational Guidance and Career Development in the Schools: Toward a Systems Approach* by Edwin Herr and Stanley Cramer is a particularly good example. This book retails for $10.95 and is available from Houghton Mifflin Co., 777 California Avenue, Palo Alto, California 94304. Another textbook that deals extensively with objectives for career guidance programs, available from the same Houghton Mifflin address at the same price, is Merville C. Shaw's *School Guidance Programs: Objectives, Functions, Evaluation, and Change.*

SEQUENCED OBJECTIVES

A. Considering developmental levels
B. Using career development theories
C. Using a problem solving model
D. Using logic and experience

If you follow all the steps described to this point in the module, you will produce a series of appropriately stated student performance objectives for each program goal. These will be organized by some overall classification scheme, such as the California Model discussed earlier. However, there may be many objectives within a given domain. A look back at the figure on page should clarify this. There are three dimensions. How do you decide which objectives are on which functional and developmental level? To put it another way, how do you make sure you end up with a set of objectives well filled out on each of these levels?

Career Development Theory

At this point you may want to reconsider Module 1. One way of sequencing objectives is in accordance with a developmental hierarchy or theory of career development. The theorists vary on specifics, but many of them believe that career development occurs in a series of critical steps, phases, or stages with each systematically related to those which precede and succeed it. No one seems to disagree with the idea that some learning experiences are sequentially related. The problem seems to be deciding whether or not global developmental phases or stages, rather than specific developmental tasks and requisite skills, best summarize these sequences. For a description of the various career development theories, refer back to Module 1.

Problem-Solving Model

A second way of sequencing objectives is in accordance with a problem-solving model. The steps in one possible problem-solving model are as follows:

Planning	1. Perceiving and defining the problem 2. Gathering and evaluating information
Decision Making	3. Considering multiple alternatives and their related consequences 4. Selecting alternate solutions and plans
Implementing/ Managing	5. Implementing plans 6. Analyzing product/process

If you were to sequence objectives in accordance with this model, objectives with outcomes related to obtaining information about jobs (step 1) would precede objectives with outcomes related to selecting and investigating a few jobs (step 4).

Whatever theory or model you choose here, the essential task is deciding what order things are learned in, and arranging the objectives accordingly. If a person must develop an accurate picture of her/himself before learning how to relate effectively to others, the objectives relating to the former should come first. If s/he must learn about the world of work before deciding on an occupation, this suggests the obvious order. Often these decisions can be made through matters of simple logic or personal experience.

Common Sense

DISCUSSION OF SEQUENCING AND USING OBJECTIVES

1. What is the most sensible way of sequencing objectives at your school?

2. Once completed, how will the objectives be used? Will they be distributed to anyone? To whom?

3. Are there other issues that need to be considered at this point?

ACTIVITY 3 - SEQUENCING OBJECTIVES

Part A

Sequence the objectives listed below in accordance with the following theory of career development, and by grade level.

Career Development Theory
A. The student first must have self-knowledge. He must know his own strengths, abilities, and interests.
B. The student then must have information on the world of work: what job opportunities are available, what abilities are required for various jobs, etc.
C. The student can then match the information on himself with information on the world of work to make a tentative career decision.

Objectives

1. In a written paragraph, the third grade student can list at least six types of workers who contributed to building his school.
2. The twelfth grade student is able to define in a written statement at least five points of congruence between his aspirations, values, and preferred life style.
3. The eighth grade student can differentiate verbally between three broad occupational areas and the potential satisfaction each might offer to him. He will do this to the satisfaction of the counselor.
4. In an oral exercise, the third grade student can identify his three abilities about which he feels most confident.
5. Given the results of an ability test and an interest inventory, the eighth grade student can accurately appraise, to the satisfaction of the counselor, his two greatest abilities and interests.
6. In a small group of students, the third grade student can role-play three occupations which he thinks most interest him.
7. Given an identified social problem, e.g., air pollution or rehabilitation of drug users, the twelfth grade student can create a lattice of five occupations at different levels which might contribute to resolving the problem. (The student may use the *Dictionary of Occupational Titles* or the *Occupational Outlook Handbook.*)

8. The twelfth grade student can indicate five different categories of post-secondary education he has considered, chooses one, and defines in a one-to-one meeting with the counselor his reason for choosing the one. He will do this to the satisfaction of the counselor.
9. Using the *Dictionary of Occupational Titles*, the eighth grade student can identify ten occupations which are ranked highest in dealing with people, with things, and with data.

Part B

The following is a conglomeration of awareness, accommodation (internalization), and action outcomes. Look at them not in terms of their behavioral nature (which is admittedly weak), but in terms of the above three categories. Label each as to which cateogry it belongs in. All the outcomes **are** in the Vocational Domain. You may wish to use the following abbreviations for your responses:

Aw = Awareness
Acc = Accommodation
Act = Action

1. For the student to choose hobbies, extracurricular activities, and exploratory work experiences that are consistent with his tentative occupational choice and his abilities
2. For the student to gain employment in an occupation which he has chosen
3. For the student to acquire a feeling of competence and adequacy in the performance of his chosen vocation
4. For the student to become aware of the work roles and social roles expected at different occupational levels
5. For the student to become aware of his attitudes and emerging values toward the various social roles and work roles required at different occupational levels
6. For parents to formulate occupational expectations for their child that are consistent with his abilities and interests
7. For the student to feel success in his employment
8. For the student to become aware of the economic and social rewards at different occupational levels

9. For the student to become aware of differences between necessary skills and expected role behaviors at different occupational levels
10. For the student to make the adjustments necessary to maintain consistent progress toward the achievement of vocational goals
11. For the student to make a tentative choice of an occupational area that is consistent with his interests and abilities
12. For the student to become aware of his particular occupational limitations
13. For the student to become aware of the training requirements and needed skills at different occupational levels
14. For the student to identify occupational alternatives that are consistent with his ability and claimed interests
15. For the student to become competent in skills needed for his occupational choice and appropriate to his present developmental level and ability
16. For the student to become aware of the concept of work in our society, the occupational structure, and significant trends
17. For the student to be judged competent by supervisors
18. For the student to have congruence between his aspired "life style" (values, mode of living, friends, rewards, etc.) and the "life style" of his chosen vocation
19. For the student to participate in a training program that is necessary for entrance into his chosen occupation
20. For the student to develop an attitude that maximum effort (consistent with his ability) on work tasks is important
21. For the student to become aware of his particular occupational abilities, interests, and potentialities
22. For the student to participate in activities that are related to and expected in his chosen occupation
23. For the student to have congruence between his chosen vocation and his measured ability and interest

SUMMARY

Let's make a quick recap of what's been covered in the module. First we dealt with the rationale for writing objectives in the first place. Then discussion followed which dealt with these things:

- Determining Student Outcomes
    - A. Types of objectives
    - B. How to write outcomes
- Producing Full Objectives
    - A. Audience
    - B. Behavior
    - C. Conditions
    - D. Degree
- Using Available Banks of Objectives
- Sequencing Objectives According to Developmental Levels

Discussions and practice activities relating to many of these topics were conducted.

The sections remaining in Module 6 are assessing the knowledge and skills you have acquired, mapping out a plan for writing student performance objectives at your setting, and looking over additional materials and resources for further study of this topic.

POSTASSESSMENT

1. Write a list of the arguments or points you would use to convince people in your setting that specifying student performance objectives is important and worthwhile.

2. Write three outcomes for the following goal statement:

   To be able to adapt to the changing nature of the job market.

   a. _____

   b. _____

   c. _____

3. For each of the above outcomes, write a full behavioral objective.

   a. _____

   _____

   _____

   b. _____

   _____

   _____

   c. _____

   _____

   _____

4. Put these three objectives into an order determined by a sequencing scheme. State the nature of the scheme and your reason for choosing it.

APPLICATION

You are now ready to map out a plan for applying the skills you developed in this module to your own setting. Thinking of the sections of the module and the questions you have discussed, consider the tasks that must be accomplished to generate and sequence student performance objectives for your program, the person who should be primarily responsible for each task, and the date by which the task should be done. Since student performance objectives must be written after the goals have been established, and before strategies for meeting the goals and objectives are determined, the dates you choose must coordinate with those set for other program planning tasks. If possible, this exercise should be done under the direction of someone from your district who would be good at taking charge of this effort and who would like to do it. Use the chart on the following pages for listing your tasks, the people responsible, and the completion dates. The major headings are already noted on the chart. Use additional paper as needed.

APPLICATION

TASKS	INDIVIDUAL(S) RESPONSIBLE	COMPLETION DATE
I. Establish in the necessary people the motivation to specify student performance objectives for the career guidance program.		
II. Determine student outcomes for the program.		

APPLICATION

TASKS	INDIVIDUAL(S) RESPONSIBLE	COMPLETION DATE
III. Produce full objectives for the student outcomes.		

APPLICATION

TASKS	INDIVIDUAL(S) RESPONSIBLE	COMPLETION DATE
IV. Establish and use a sensible sequencing system for the objectives.		

APPENDIX

OPTIONAL GROUP SIMULATION DESCRIPTION

The description below is intended as a frame of reference for those of you who are not working in a particular setting. You may wish to describe one of the other schools that might be in the "Lillington School District," to change parts of this description, or to use it for ideas in creating your own setting. Feel free to modify it to meet your particular needs.

The Lillington School District is a suburban district made up of seven elementary schools, four junior high schools, and two high schools, with a total school population of 10,000 students. The district is rapidly changing from one that is largely rural to one that is urbanized. It has several active industries, including a furniture factory and an automobile assembly plant. The minority population is growing, and the unemployment rate is higher than that in the rest of the state.

Lillington's Chester Arthur High School has an enrollment of about 1,600 students in grades 9-12. Approximately 75% of the students are from lower and lower-middle class families; 20% are from middle class families; 5% are from upper-middle class families. The racial/ethnic composition is approximately 82% white, 11% black, 5% Spanish-surname, and 2% Oriental and Indian. The school has experienced some group conflicts, but none serious to date.

No follow-up studies have been conducted in recent years, but the school's counselors estimate that about 40% of their graduates continue their education, mainly at the nearby community college. The dropout rate there and in Arthur High is unknown. The counselors guess that at least half of the girls marry within a year after graduating from Arthur High; most of them do not seek jobs until after they have had children. Most of the remainder of the female graduates and a large majority of the males seek jobs locally, principally in the furniture and auto assembly plants. No information is available as to their success of failure in obtaining jobs.

Chester Arthur High School is headed by a fairly pragmatic principal and a progressive, forward-looking vice-principal. The teaching staff is a mixture of older, conservative individuals who want to avoid most "new fangled ideas" and young, liberal instructors who are eager for change. Each group has its well-liked leaders.

The guidance staff consists of the director of guidance, who is a frustrated Freudian psychoanalyst, and two counselors: a middle-aged ex-space engineer who loves paper work and a young vegetarian who likes to "rap with kids." Two part-time aides assist with filing and other clerical tasks. The department has never formulated its goals and objectives, and its principal guideline is "How have we handled that in the past?" The department seems to be drifting, each member "doing his own thing" without cooperation or coordination.

The school's efforts in career education are haphazard. Some teachers, it is thought, include in their classes some career information about the subject area. Counselors supply specific information to students who request it. The school library includes a file of occupational information, but it is rarely used and poorly maintained.

Chester Arthur High, as well as other Lillington District schools, has experienced a number of problems recently. There are persistent rumors of widespread drug sales and usage on campus. Racial tensions are increasing. Students complain a great deal about the curriculum and the school in general. School spirit is at an all-time low.

Parents and community members are becoming increasingly dissatisfied with the school system. They feel that taxes for education are far too high and that students are not adequately prepared for the world they face upon leaving school. A number of parents believe that faculty members are too liberal and that they should devote more time and effort to "the basics." Other parents insist that the school is old fashioned and that much of the subject matter is irrelevant and unimportant. Parents from both of these groups say that their children do not know what they want to do and are uninformed about career opportunities and job requirements.

Arthur High graduates, complain local employers, make poor employees. Many employers seem to agree with a statement made by a foreman at the furniture plant: "All these kids care about is the paycheck, but they don't know how to earn it."

Due to financial problems, there has been talk recently of having to reduce the school staff. One of the leading candidates for reduction is the guidance staff. While the staff members seem to be generally liked by both students and teachers, the school administrators are having trouble justifying the expenditure of money for so tenuous a purpose. They are seeking documentation and other evidence to justify retaining the guidance program and staff.

REFERENCES

A very good overall text on the subject of writing student performance objectives is:

Kibler, Robert J., Barker, Larry L., and Miles, David T., eds. *Behavioral Objectives and Instruction.* Boston: Allyn and Bacon, Inc., 1970.

For more information on the types of objectives, try reading

Bloom, Benjamin S., ed. *Taxonomy of Educational Objectives. Handbook I: The Cognitive Domain.* New York: Longmans, Green and Company, 1956.

Krathwohl, David R., Bloom, Benjamin S., and Masia, Bertram B., eds. *Taxonomy of Educational Objectives. Handbook II: Affective Domain.* New York: David McKay Company, Inc., 1964.

Popham, W. James, et al. *Instructional Objectives: American Educational Research Association Monograph Series on Curriculum Evaluation.* Chicago: Rand McNally and Company, 1969.

For discussions on the purpose of writing objectives and their correct form, see:

Krumboltz, John D. *Stating the Goals of Counseling, Monograph No. 1.* California Counseling and Guidance Association, 1966.

Lindvall, C. M., ed. *Defining Educational Objectives: A Report of the Regional Commission on Educational Coordination and the Learning Research and Development Center.* Pittsburgh: University of Pittsburgh Press, 1964.

Mager, Robert F. *Preparing Instructional Objectives.* Palo Alto, Calif.: Fearon Publishers, 1962.

The following contain many examples of objectives:

Dunn, James A., et al. *Career Education: A Curriculum Design and Instructional Objectives Catalog.* Palo Alto, Calif.: American Institutes for Research, 1974.

National Assessment of Education Progress. *Objectives for Career and Occupational Development.* Denver: National Assessment of Educational Progress, 1971.

The references below have more general information, but they contain parts which are relevant to the writing of student performance objectives.

Briggs, Leslie J. *Handbook of Procedures for the Design of Instruction.* Pittsburgh: American Institutes for Research, 1970.

Crawford, Jack, ed. *CORD National Research Training Manual.* 2nd ed. Teaching Research Division: Oregon State System of Higher Education, no date.

Far West Laboratory for Educational Research and Development. *The Specification of Expected Outcomes.* San Francisco: Far West Laboratory, 1971.

Herr, Edwin L., and Cramer, Stanley H. *Vocational Guidance and Career Development in the Schools: Toward a Systems Approach.* Boston: Houghton-Mifflin Company, 1972.

Jones, G. B., Wolff, J. M., et al. *Specifying Product and Process Objectives, Module 2.* Palo Alto, Calif.: American Institutes for Research, no date.

Popham, W. James, and Baker, Eva L. *Systematic Instruction.* Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1970.

Chapter Five, "An Instructional Objectives Analysis," is particularly good reading relating to establishing a framework within which to sequence objectives.

Shaw, Merville C. *School Guidance Programs. Objectives, Functions, Evaluation, and Change.* Boston: Houghton-Mifflin, 1973.

The following is a series of monographs developed by the state of California and published by California Personnel and Guidance Association:

No. 1 - *Stating the Goals of Counseling* (1966) by John D. Krumboltz
(Price: Members, $1.00; others, $1.50)

No. 2 - *Evaluating Pupil Personnel Programs* (1971) by Robert W. O'Hare and Barbara Lasser
(Price: Members, $2.50; others, $3.50)

No. 3 - *Accountability in Pupil Personnel Serivces: A Process Guide for the Development of Objectives* (1971) Edited by Howard J. Sullivan and Robert W. O'Hare
(Price: Members, $3.50; others, $5.00)

No. 4 - *A Master Plan for Pupil Services* (1972) Edited by Anita M. Mitchell and James A. Saum
(Price: Members, $4.00; others, $5.50)

No. 5 - *Career Development: A California Model for Career Guidance Curriculum, K-Adult* (1972) Edited by Joe Cunha, Darryl Laramore, Bruce Lowrey, Anita Mitchell, Thomas Smith, Dale Woolley
(Price: Members, $4.00; others, $5.50)

No. 6 - *Result Systems Management: The Human Side of Accountability* (1972) by David Keirsey and Marilyn Bates
(Price: Members, $4.00; others, $5.50)

Monographs are available from California Personnel and Guidance Association, 654 East Commonwealth Avenue, Fullerton, California 92631.

COORDINATOR'S GUIDE

MODULE 6

SPECIFYING STUDENT PERFORMANCE OBJECTIVES

Developed at the American Institutes for Research, under support by the United States Office of Education, Department of Health, Education, and Welfare under Part C of the Vocational Education Act of 1963.

August 1975

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COORDINATOR'S ROLE AND FUNCTIONS

Your role as coordinator is crucial. It may be thought of in four categories.

Set the Tone

Set the right mood. Don't make things deadly and boring. Inject humor into the activities and discussions, let people joke around some and have fun. On the other hand, make it clear that there is a very serious purpose behind it all. People should be relaxed, but alert, interested, and motivated.

Set the Pace

Maintain the right pace. If things bog down, inject some humor, ask some provocative questions, get a lively discussion going. Some sections can be summarized orally to speed things, and this can be planned ahead. If things are going too fast and people are getting lost, slow it down, let them ask questions, spend time orally covering the points. Keep the flow smooth at junctures in the module--winding up one activity with a satisfying resolution and easing participants into the next. Take breaks as you sense they are needed. Be flexible in structuring activities, adapting to individuals and situations as needed. Regard times listed in the "Module Outline" as flexible.

Facilitate

Encourage discussion and interaction from the participants. Bring out the shy people, don't let the aggressive ones dominate. Seek out questions and uneasinesses, get them into the open, talk them over, especially at the beginning. Watch facial expressions and body language. Be a trouble shooter. Spot problems and work them out. In short, act as a guide through the module, but try not to get in the way.

Evaluate

Make sure participants are headed in the right direction, nudge them that way when they're not. Judge whether they perform adequately in the postassessment items, the activities which are part of the assessment (see the "Assessment Criteria"), and the Application. Keep a record of how each participant does. In general, maintain the quality level of the workshop.

Specific Functions of Coordinator (to be used as a checklist as you go through the module)

Prior to workshop:

1. Study the module thoroughly. Be familiar with the participant materials and this Coordinator's Guide.
2. Make sure all needed materials are present for the workshop. This will include tape-slide equipment, a blackboard and chalk, paper and pens, and so on.

At the workshop:

1. Introduce yourself to participants, and them to each other. Briefly explain your background and the role you will play in the module.
2. Establish time limits (lunch, when day ends) and schedule for the day, and do your best to stick to them.
3. Conduct Introductory Activity (see "Introductory Activity" herein).
4. Introduce the basic purposes and structure of the module (see "Outline of Introductory Remarks"). Answer any questions.
5. Run the tape-slide presentation. Lead any discussion following this.
6. Start participants on the text. Lead discussions and practice activities as you go through the module. Provide feedback on the practice activities. (See "Assessment Criteria.") Collect evaluation data on the participants.
7. Conduct the Postassessment. Collect the results. Evaluate each of the participants on her/his performance. (See "Assessment Criteria.") Keep a written account of this.
8. Start participants on the Application. (See "Introduction to Application.") Evaluate the plan produced. (See "Assessment Criteria.")
9. Conduct a Wrap-up session. Your tasks here are to
   a. Summarize what has gone on and been accomplished.
   b. Resolve any unanswered questions.
   c. Point out sources for additional study. Go through the Reference section briefly, add any sources you know of.
   d. Mention any technical assistance available--experts related to module topics to whom participants might be able to turn.
10. Throughout, observe how things go; collect suggestions for ways to improve the module. Keep a written account of these.
11. Submit the results of 6, 7, 8, and 10 to the overall workshop director.

INTRODUCTORY ACTIVITY

Read the following brief episode to the participants:

> Jake is on the football team at school. He's a fairly good halfback and has dreams and ambitions of becoming a professional. When he let the coach know that this was his goal, the coach asked Jake what he thought that it would mean.
>
> "It's obvious, coach, I'll be famous. I'll be interviewed by newspaper reporters from all around the country. I'll probably be on television. It might lead to lucrative contracts with sports equipment manufacturers. My body will be in good shape and I'll be in terrific condition. I'll get to travel a lot and I'll make a lot of money."
>
> "That's interesting, Jake, but I think you'll find that there are a few other things that go along with being a professional athlete, and most of them are not nearly so pleasant as the ones you've chosen to focus on. For instance, you have to practice for hours every day and eat a restricted diet. Your body will be sore a lot of the time and you may suffer injuries. There is a lot of competition and not much job security. During the season it's hard to spend time with your family and friends because you are home so infrequently. There are just a lot of things you have to do as a professional athlete that you don't seem to have considered."

It appears that Jake and his coach have different visions of what it means to be a professional athlete. We can say that they have come up with different "behavioral indicators" or "outcomes" for the goal of being a professional athlete. Suppose that a child said to you that he could hardly wait to be an adult. If you asked him what he would be able to do as an adult, he might say he could eat ice cream whenever he wanted. On the other hand, you could remind the child of another behavioral outcome of being an adult: taking out the garbage.

For the goal of "becoming an adult" think of what that means in terms of actual behaviors. Think of behaviors from a child's point of view and an adult's point of view, and write them down.

Write the following examples on the board:

GOAL: TO BE AN ADULT

Child's Point of View	Adult's Point of View
1. Eat ice cream.	1. Take out the garbage.
2. Go to bed at a time you choose.	2. Go to work in the morning.

Now ask the group to come up with more behavioral indicators of being an adult and write their suggestions on the board.

INTRODUCTORY REMARKS

(COORDINATOR'S VERBAL PRESENTATION)

Explain to the participants that the introductory activity was designed to give them practice in describing behavior which fits a goal. For each goal in their career guidance program, they will want to decide what students who have reached that goal will be able to do. What students will be able to do is called an "outcome" or "performance," and learning how to identify and come up with appropriate outcomes is one of the skills to be learned in this module.

Explain that participants will also learn how to incorporate those outcomes into objectives which can be measured and evaluated. They will learn how to order or sequence the objectives in an appropriate manner. In total, the skills they will learn in this module will enable them to write sequenced student performance objectives for each goal in the career guidance program.

Have the participants turn to the module outcomes listed at the beginning of the Introduction section. Have them read the outcomes, then you should answer any questions, as best you can.

Next, briefly explain how this module fits into the total series of modules. Do this by having participants refer to the model and accompanying written information in their modules.

Then briefly lay out the structure of the module and have participants read through the Module Outline. Deal with any questions that arise.

Tape-Slide Presentation

Explain to the participants that they will now observe a tape-slide presentation which will give them an overview of Phase 2 of this planning approach.

ACTIVITY FEEDBACK AND ASSESSMENT CRITERIA

Outcome 1. Measurement: Postassessment item 1.
Criteria:

1. List should indicate that writing student performance objectives helps structure learning in the program.

2. List should indicate that writing student performance objectives facilitates the evaluation of the program.

3. Bonus points if the list indicates original ideas or locally appropriate points.

Outcome 2. Measurement: Activity 1, Postassessment item 2.
Criteria:

The examples provided by the participant in both instances must meet the four criteria listed in Activity 1, as follows:

- Are the outcomes observable performances or behaviors? Are the verbs primarily action verbs? Are the outcomes subject to few interpretations?
- Do the outcomes actually give evidence that the participant has reached the goal?
- Is the behavior in the outcome an important or signficant one? Is it worth knowing about?
- Do the outcomes describe what students will be able to do, not what will be done for the students?

If any participants fail to meet these criteria, point this out and have them keep working until they can do it right. Each participant must write three correct outcomes in each case.

Outcome 3. Measurement: Activity 2, Postassessment item 3.
Criteria:

The answers to the first part of Activity 2 are

1. B, C, D
2. A
3. D
4. None

Each of the objectives individually written in Activity 2 must:

1. Indicate the audience to whom it is addressed.
2. Specify the conditions under which it will be evaluated.
3. Indicate the criteria necessary for success.

If any participants fail to include all these parts in their objectives, point out what ones they are omitting and have them keep working until they do complete five acceptable objectives. It may be useful to have participants help each other.

On the Postassessment item 3, the three criteria listed above must be met for each of the three objectives.

Outcome 4. Measurement: Activity 3, Postassessment item 4.
Criteria:
Correct answers to Part A of Activity 3.

		Outcome
Grade 3:	A	4
	B	1
	C	6
Grade 8:	A	5
	B	9
	C	3
Grade 12:	A	2
	B	7
	C	8

The participant should be able to answer these correctly at a 75% level, or 7 out of 9.

Correct answers to Part B of Activity 3.

1. Accommodation
2. Action
3. Action
4. Awareness
5. Awareness
6. Accommodation
7. Action
8. Awareness
9. Awareness
10. Action
11. Accommodation
12. Awareness
13. Awareness
14. Accommodation
15. Accommodation
16. Awareness
17. Action
18. Action
19. Action
20. Accommodation
21. Awareness
22. Action
23. Action

The participant should get 75% of these correct, or 18 out of 23.

With each participant, go over missed items on A and B to be sure s/he understands why they were wrong and why the correct answer is right. For Postassessment item 4, the nature of the scheme should be stated and a rationale provided, and these should be reasonable (Coordinator's judgment). The objectives should be ordered accordingly.

Outcome 5. Measurement: Product of the Application Activity.
Criteria:
The time and task analysis produced should line out the tasks under each of the major headings listed, assign responsibility for each task to someone, and set a completion date for each task. In addition, the plan should be reasonably:

1) Logical - do the tasks flow in logical sequence?
2) Thorough - is it detailed enough to be helpful?
3) Feasible - is it not too detailed to be burdensome; are the times allowed for the tasks reasonable?
4) Fair - are the responsibilities assigned equitably and fairly?

INTRODUCTION TO APPLICATION

Here your task is to show how this section of the module relates to the rest. To put it simply, participants should by now have learned the process one goes through in writing student performance objectives and practiced some of the basic skills involved in this process. Now they need to figure out exactly how and when they will do this at their own setting, and who will do what.

First, review the skills and process they have learned.

1. The reasons for writing objectives
2. The types of objectives
3. How to generate outcomes related to a goal
4. The components of a good objective and how to write objectives around outcomes
5. How to sequence objectives

Now, their task is to map out a plan for writing student performance objectives based on goals in their own setting.

Get the participants started on this activity, and help out with any questions that come up.

On the next five pages are two sample instruments, the Module Performance Record and the Evaluation Questionnaire for Staff Development Workshops. You may wish to use these instruments to gather information for evaluating any workshop in which you administer this module, and for making decisions about future workshops. The Module Performance Record (MPR) is a form for tallying participants' achievement of objectives. The Evaluation Questionnaire seeks participants' opinions on four dimensions: (1) perceived value of the workshop; (2) effects of participating in the workshop; (3) role and performance of the coordinator; and (4) recommended improvements in the workshop. As it now stands, the questionnaire should take participants 10-20 minutes to complete. You, as module coordinator, should complete the MPR form based upon the results of the postassessment or other evidence supplied by participants. If you duplicate the Evaluation Questionnaire for participants to complete, we suggest you print it as a four page booklet.

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MODULE PERFORMANCE RECORD

MODULE TITLE: _____

WORKSHOP DATES: _____

WORKSHOP COORDINATOR(S): _____

_____

Participants' Names (Alphabetically)	OBJECTIVES (Place a check (✓) mark for each objective achieved.)						
	1	2	3	4	5	6	7
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							

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NATIONAL CONSORTIUM ON COMPETENCY-BASED STAFF DEVELOPMENT

EVALUATION QUESTIONNAIRE FOR STAFF DEVELOPMENT WORKSHOPS

Your responses to the brief questions in this booklet will help us evaluate the workshop you just completed and make decisions regarding future workshops. Please take 10-20 minutes to answer honestly and thoughtfully. You need not sign your name, but we do need your help. Please answer each question. Thank you.

Name (Optional) _____ Date _____

Module Title _____

A. General Issues Related to the Workshop

Respond by checking the column (A, B, C, D, or E) of the statement which best expresses your feeling or opinion on each item in the following list. If none of the possible choices precisely represents your view, pick the one that comes closest.

STATEMENTS	Column A: I strongly agree	Column B: I agree	Column C: I disagree	Column D: I strongly disagree	Column E: I don't know. I have no basis for answering.
1. This workshop made a valuable contribution to my professional development.					
2. I acquired no new knowledge during this workshop.					
3. I would not recommend this workshop to anyone else.					
4. I am glad I attended this workshop.					
5. In this workshop, I experienced at least one positive change in my knowledge, attitudes, or skills.					
6. As a result of this workshop, I expect that I will help improve the career guidance program in my work setting.					
7. I experienced at least one negative effect from this workshop.					
8. This module must be improved.					
9. The Coordinator was an asset to this workshop.					
10. The Coordinator was unprepared.					
11. The Coordinator was poorly organized.					
12. The Coordinator was clear and to the point.					
13. The material and activities in this workshop were not helpful.					
14. The material and activities were applicable to my needs.					
15. The material and activities were routine and boring.					
16. The workshop's objectives addressed the training needs that I hoped they would.					

Developed by the National Consortium on Competency-Based Staff Development in cooperation with the American Institutes for Research, under support by the United States Office of Education, Department of Health, Education, and Welfare under Part C of the Vocational Education Act of 1963.

B. Please list and briefly describe up to three major positive changes that you have experienced in your knowledge, attitudes, or skills because of this workshop. Continue on the back of this booklet if necessary. If you did not experience any positive changes, please check the appropriate space.

_____ There were no positive changes.

C. Please list and briefly describe any negative effects you have experienced because of this workshop. Continue on the back of this booklet if necessary. If you did not experience any negative effects, please check the appropriate space.

_____ There were no negative effects.

D. Please list and briefly describe any improvements you anticipate in your career guidance program as a result of this workshop. Continue on the back of this booklet if necessary. If you don't expect any improvements as a result of this workshop, please check the appropriate space.

_____ I don't expect any improvements in my career guidance program as a result of this workshop.

E. Please list and briefly describe any other comments on this workshop, criticisms of it, or suggestions you have for improving it. We are especially interested in your ideas on topics or activities that should receive more or less emphasis. Continue on the back of this page if necessary.